

Report to Schools Forum

Meeting Date	Thursday 12 January 2023
Subject	Delegation of School improvement functions
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Report purpose

- a) To provide members with a clear understanding of the LA's statutory duty towards our maintained schools causing concern; of which the School Improvement and Monitoring and Brokerage grant (SIMBG) which supported the delivery of this function is no longer in place from 1 April 2023.
- b) To provide members of the schools Forum, with possible models of delivery during 2023/24 to enable the LA to continue to deliver this statutory function for our maintained schools.
- c) For members to be able to make an informed decision based upon the provided costed models of delivery.

Need for consideration

The effective use of maintained schools' funding in securing the local authority school improvement function through a robust and rigorous delivery model.

Need for decision

- a) Information is provided to support decision making by Schools Forum about future delivery and funding for the statutory school improvement function Calderdale needs to deliver to our maintained Schools causing concern.
- b) Agreement to de-delegate the funds required from the maintained schools' budget for 2023/24.

Contact Officers

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Report to Schools Forum

1. Background information and context

- a) The latest guidance is effective from 1 September 2022 and sets out the factors LAs and Regional Directors will consider, and the process they will follow in order to decide the right approach to supporting a school to improve. [Schools causing concern guidance](#)
- b) Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State. This applies to:
 - Maintained 'schools causing concern' (within the meaning of section 44 of the Education Act 2005).
 - Maintained schools that are 'eligible for intervention' (within the meaning of Part 4 of the Education Act 2006).
 - Other Maintained schools about which the Local authority and/or Secretary of State have serious concerns which need to be addressed; and
 - Academies causing concern.
- c) Under the current Schools causing concern guidance, a local authority must exercise its education functions **with a view to promoting high standards**. (See our School Improvement Strategy 2022-23 – which sits within the School Improvement Partnership Framework – updated September 2022 - appendix 1) Local Authorities should also act as **champions of high standards of education** across maintained schools in their area, and in doing so should:
 - Understand the performance of maintained schools in their area, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;
 - Work closely with the relevant RD, diocese and other local partners to ensure maintained schools receive the support they need to improve;
 - Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and
 - Encourage Good and Outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.
- d) From 2022- 23, local authorities will be permitted to de-delegate from maintained schools' budget shares to fund this core school improvement activity. As set out above, these core school improvement activities extend beyond exercising of statutory intervention powers but do not extend to a duty to provide or fund school improvement services themselves; and relate only to schools they maintain, rather than academies which are accountable to the Secretary of State.

- e) Local Authority Responsibilities:** As set out above, Calderdale Local Authority has a statutory duty to monitor the effectiveness of all schools in its area (including academies and free schools) working with the Regional Director. It targets its resources on those schools which need further support or challenge to secure improvement.
- f)** The Local Authority is also responsible for identifying poorly performing schools and providing or brokering early and effective support in order to prevent schools becoming those defined as 'schools not making necessary improvements.
- g)** Based upon our present risk assessment of Green (no concern), Amber (of concern to the LA) and Red (Of high concern to the LA). There are presently (December 22), 5 red and 11 amber maintained schools. (16 in total) Moving forward this year, there was an increased level of support for amber schools at three days allocation of support per term and for red four days of support per term.
- h)** Risk assessments of all our schools (maintained and academies) are fluid and this means that following support from our SE team members or an ofsted inspection, discussions with CEO's and/or the Diocese, risk ratings can alter. This will be agreed between the LA, headteacher and chair of governors at the school. During the autumn term, following publication of their ofsted report, one amber maintained school was risk assessed as Green and one academy. This means the associate who was working with the maintained school, is now released and available should we need them, to undertake other SE work going forward. However, two maintained schools have been risk assessed as red at the end of this term, due to the significant concerns displayed.
- i)** As members will be aware from our last report in December, the existing School Effectiveness team is made up of: an interim Service Manager, a part time School effectiveness officer and eight associates – six are existing headteachers in our schools. The remaining two are consultants who have worked in/with our schools previously. All are highly skilled with considerable experience and expertise between them. This has been recognised and appreciated by those heads, whose schools are of concern and by other staff in our schools attending the primary Subject Leader development programme (funded by the SIPB) and those undertaking the new NPQ qualifications.
- j)** Feedback from SE associates and the headteachers they are working with has been positive. Although, starting with eight consultants/associates, we do expect numbers to reduce going through the course of this academic year 22-23, as schools continue to move from the risk assessment of amber/red back to green: as well as a small number of schools joining a MAT. This is happening for one of our amber maintained schools in January 2023.
- k)** We have had, thirteen ofsted inspections this term and are pleased with school outcomes as reports are published confirming their judgements.

- l)** As a team, we work closely with our Kirklees and Calderdale Teaching School Hub (C&KTSH) as well as our curriculum hubs of English, maths and Music and our research school.
- m)** We continue to respond to queries from our academies and offer signposting to those particularly in difficulty. Support, training and advice also comes out of the successful cluster model in place in Calderdale where funding is provided for both academies and maintained schools to work in partnership.
- n)** A consultant working as part of the team is delivering the new Headteachers support package (for up to 12 new headteachers – autumn term 22) which was funded by the School Improvement Partnership Board for both the summer/autumn terms 22 and spring term 23. This involves individual meetings with each head, network meetings and a discussion as to the spending of the £3K allowance to support the school improvement work needed in the school urgently. An impact report will go back to the board in March 2023, and a further bid, if this package of support continues to be funded. Feedback so far from new heads, is very positive and they can access the immediate support and funding necessary.
- o)** In terms of costings, it was agreed that SE associates would receive a daily rate of £550, for the work undertaken. A total costing for the SE team for the autumn term 2022, worked out at £90,238K.
- p)** This SE associate model also sits well with the SI cluster model which both academies and maintained schools' benefit from. The cluster model continues to play a significant role in delivering School Improvement on behalf of the LA. Real strength and impact continues to be seen through the impact cluster reports sent to the School Improvement Partnership Board.
- q)** Our highly successful Primary Subject Leaders development programme, funded directly by the School Improvement Partnership Board, continues to be delivered by existing Headteachers, including some SE Associates from within the borough. This supports and reinforces the system leadership model of providing school to school support.
- r)** We presently have two secondary maintained schools who are risk assessed as green. However, if they were to experience any difficulties and their risk assessment was to alter to amber/red; they would be able to access this support through an SE consultant working on behalf of the LA.
- s)** Our Green maintained schools have shared with us (via CPHA, consultation (June 2022), individual school meetings, progress meetings etc..), that they would like to be included in the support package going forward from September 2023. Although Green risk assessed (38 at present), schools can become vulnerable due to changes in leadership, ofsted grading, staffing, safeguarding etc. We would propose

a day across the year to include a desktop exercise re: data and website compliance as well as a half day visit. From experience, the schools that are often more vulnerable within an LA, are those that are outstanding and remained uninspected for a considerable period of time and those that have retained good for a significant period.

- t) At the recent CPHA meeting on the 15 December 2022, feedback regarding the continuation of the present associate team model was very positive and endorsed. A vote was held with the majority of heads in favour of maintaining the school effectiveness service.

2. Main issues for Schools Forum

Need for consideration

- a) The funding for the School Effectiveness team available through the School Improvement Monitoring and Brokerage Grant (SIMBG) ceases in March 2023; so, funding will be dependent upon the model chosen with funding to come out of the maintained schools' budget 2023/24.
- b) As shared at our last meeting in December, following the successful SE Associate model, it would make sense for this to continue into summer 2023, with a revised model implemented from September 2023. It makes no sense to adjust the way the SE team are working with our schools halfway through the academic year. This would be most unsettling for our headteachers of schools in a vulnerable position. It would be unlikely that we would be able to implement the staffing structure in time for an April 2023 start. The approximate costing of the team for the summer term 2023, would be £90,238K.
- c) Consideration also needs to be given to the reducing number of maintained schools causing concern joining a MAT, this is likely to reduce from 16 by a possible further 3 schools by the end of the academic year.
- d) A review of the role of the Service Manager for Early years, school strategy and performance is being undertaken as recruitment has not been successful to this post. The reinstatement of the previous role of 'Senior school effectiveness officer' is proposed to undertake the required duties laid down here. The appropriate leadership role of Early years is also under discussion. The interim post holder's contract has been extended to July 2023.
- e) A School Effectiveness options appraisal exercise has been undertaken. The existing team bring in a small, traded income through undertaking Headteacher's performance management, commissioned work and School reviews. Moving forward, the team will publish this School Improvement offer for 2023/24, open to all Calderdale schools.

f) **Suggested existing model to continue for summer term 23.**

Continued staffing: Interim Service Manager for Early years, Schools Strategy and Performance (£37K), 0.6 SEO (£16,982), full time BSO (£9,306), 8 associates (£26,950). Red schools continue to get 4 days of support and amber to continue to get 3 days of support. **Total costs = £90,238.**

g) Suggested **model 1** for autumn/spring term delivery 2023/24

Staffing: Senior School Effectiveness Officer (£54K), 0.6 SEO (£33,964), full time BSO (£18,612), 4 associates (£22,550). Red schools continue to get 4 days of support and amber to continue to get 3 days of support per term and maintained green schools (approx.40) x 1 day support across the academic year (£22K).
Total costs = £151,126 + £90,238 = £241,364 (amount requested to be delegated = £136,364 by Schools Forum).

h) Suggested **model 2** for autumn/spring term delivery 2023/24.

Staffing: Senior School Effectiveness Officer (£54K), 0.6 SEO (£33,964), full time BSO (£18,612), 4 associates (£20,350). Red schools to get 3 days of support and amber to get 2 days of support per term and maintained green schools x 1 day support across the academic year (£22K).
Total costs = £148,926 + £90,238 = £239,164 (amount requested to be delegated = £134,164 by Schools Forum).

i) Suggested **model 3** for autumn/spring term delivery 2023/24

Staffing: Senior School Effectiveness Officer (£54K), 0.6 SEO (£33,964), full time BSO (£18,612), 4 associates (£26,400). Red schools to get 4 days of support and amber to get 3 days of support per term.
Total costs = £132,976 + £90,238 = £223,214 (amount requested to be delegated = £118,214 by Schools Forum).

NB if this model were to be chosen, green schools would need to receive their required support via the SI cluster model arrangements as detailed in the partnership framework document – September 2022.

4. Recommendations

- a) For School Forum members to recognize the successful delivery of the LA school improvement function during the autumn term 2022, involving a smaller number of officer input as well as SE associates and look to continue to support and fund this model going forward into the summer term 2023; to provide the stability needed for our schools causing concern and address our statutory duties.

- b) For School Forum members to agree to de-delegate funds from the maintained schools' budget to **support the continued summer 23 delivery model and model 1** going forward into the autumn and spring terms 23-24. As this model, provides the best support for the maintained schools causing concern as well as those that are risk assessed as green. With 1.6 officers to continue to support all the borough schools with a smaller core group of associates as well as providing increased commissioned work to both maintained and academy schools in the borough. Total cost to fund this model = £241,364. We would ask Schools forum to de-delegate **£136,364**.
- c) In choosing **model 2**, there is reduced support for our schools causing concern with an offer to our green schools. In choosing **model 3**, the schools causing concern continues to be the sole focus of the team's work.
- d) For School Forum members to consider the changing educational landscape and the need to work in partnership with all stakeholders to delivery the best education for all the borough's children. To ensure that all providers are available to support our schools, so we can move from a rating of 82% good or better schools nearer to the national figure of 88%.

5. Reasons for Recommendations

- a) For a decision to be taken on a chosen model, so the necessary changes, required can be put in place ahead of a 1 April and 1 September 2023 start date/s.
- b) For a decision to be made, on the funding through the maintained schools' budget of the future chosen delivery model for the summer term 23 and the following academic year 23/24.

6. Resource implications

- a) All professionals, funding and resources to be in place by 31 March 2023 for the summer term model and by 31 August 23 for a 1 September commencement. An appointment to be made of a Senior School Effectiveness officer for 1 September 23 start.

Appendix 1

CALDERDALE SCHOOL IMPROVEMENT STRATEGY 2022

Protocol for Monitoring, Challenge, Support and Intervention in Schools

CONTEXT

There continues to be unprecedented change in our education system with the latest Schools White Paper and Schools Bill. The documents outline immediate next steps towards the ambition for all schools to be in a strong multi-academy trust, or with plans to join or form one, by 2030. The implementation plan for the coming academic year commits to working with local partners within each of the Department's 55 Education Investment Areas (EIAs), and publishing priorities for each by the autumn. This approach will be taken across England but will begin in Education Investment Areas, as they are the areas most in need of rapid improvement.

This is an evolving strategy developed to provide a secure framework to support and challenge every school in Calderdale to improve the life chances of all our children and young people.

Calderdale LA works in partnership with all of its schools to ensure that children and young people engage in a wide variety of educational opportunities enabling them to reach their full potential and become confident citizens of the borough.

STATUTORY DUTY

The latest guidance is effective from 1 September 2022 and sets out the factors LAs and Regional Directors will consider, and the process they will follow in order to decide the right approach to supporting a school to improve. [Schools causing concern guidance](#)

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This applies to:

- Maintained 'schools causing concern' (within the meaning of section 44 of the Education Act 2005).
- Maintained schools that are 'eligible for intervention' (within the meaning of Part 4 of the Education Act 2006).
- Other Maintained schools about which the Local authority and/or Secretary of State have serious concerns which need to be addressed; and
- Academies causing concern

Under the current Schools causing concern guidance, a local authority must exercise its education functions **with a view to promoting high standards**. Local authorities should also act as **champions of high standards of education** across maintained schools in their area, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RD, diocese and other local partners to ensure maintained schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and
- Encourage Good and Outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.

A School Improvement Monitoring and Brokering Grant has previously been provided to local authorities to assist them in fulfilling these core school improvement activities for the maintained schools in their area. The grant will cease in 2023-24, phased so that it will be reduced to 50% of the previous amount on a per school basis in FY 2022-23.

From 2022- 23, local authorities will be permitted to de-delegate from maintained schools' budget shares to fund this core school improvement activity. As set out above, these core school improvement activities extend beyond exercising of statutory intervention powers but do not extend to a duty to provide or fund school improvement services themselves; and relate only to schools they maintain, rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy's standards, leadership, or governance, they should raise these directly with the relevant RD.

MONITORING, CHALLENGE, SUPPORT AND INTERVENTION IN SCHOOLS IN CALDERDALE

Schools are responsible for their own performance and the achievement and inclusion of all their pupils.

Roles and Responsibilities:

- They should regularly review their performance and plan for continuous improvement with maximum freedom to make decisions and manage resources
- The Governing Body should set the broad strategy for the school's development through the cycle of performance assessment, target setting, action planning and review
- The most effective schools are open in sharing their good practice and look for best practice elsewhere locally, nationally and internationally.

Local Authority Responsibilities

- As set out above, Calderdale Local Authority has a statutory duty to monitor the effectiveness of all schools in its area (including academies and free schools) working with the Regional Director. It targets its resources on those schools which need further support or challenge to secure improvement

- The Local Authority is also responsible for identifying poorly performing schools and providing or brokering early and effective support in order to prevent schools becoming those defined as ‘schools not making necessary improvements.’

Calderdale LA aims to establish the best possible working relationships with schools based upon the principles of partnership, mutual trust and respect.

PROTOCOLS FOR IDENTIFYING, MONITORING, CHALLENGING, SUPPORTING AND INTERVENING IN MAINTAINED SCHOOLS CAUSING CONCERN

These protocols recognise that schools are autonomous, that most schools are successful and that the majority offer good or outstanding provision for children and young people. Nevertheless, there may be occasions when the Local Authority is obliged to intervene in the best interests of children, young people and their families.

The Local Authority maintains a list of Schools Causing Concern (SCC).

There are **two potential Ofsted judgements that are less than good (requires improvement and inadequate)**. Schools that are less than good will automatically be placed on the SCC register at the appropriate level.

However, there will be other occasions where schools may be placed on the SCC register; for example, when the Local Authority has strong grounds to believe the school is no longer providing a good education for pupils or there are specific issues e.g. safeguarding, concerns about attainment and progress, particularly of vulnerable groups. Also where the school themselves have self-assessed as at risk. (See Appendix 1) If schools are placed on the SCC register for a reason other than an Ofsted inspection judgement of less than good, inclusion on the Local authority's SCC register remains confidential to the schools involved, unless that school is issued with a Formal Warning Notice.

In maintained schools where a school has failed to make satisfactory progress, or the Local Authority has serious concerns in line with the statutory duty it can issue a Formal Warning Notice. A Formal Warning Notice can be issued where the Local Authority deems, from its evidence that one or more of the following apply:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain low so unless the Authority exercises their power under Part 4 of the 2006 Act:
- There has been a serious breakdown in the way a school is managed or governed that is prejudicing, or likely to prejudice, such standards of performance
- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

A Warning notice would normally only be issued after the concerns had been fully discussed with the Governing Body, Headteacher and, if appropriate the diocese or foundation authorities and the concerns had not been addressed.

Categorisation

All schools across Calderdale will be categorised according to their level of concern to the Local Authority.

For 2022-23 we are using 3 categories for our schools:

- **GREEN = no concern at this time.** This may well be due to a recent (within 1-2 years) Ofsted grading of Good or outstanding. Schools in this category will be encouraged to be part of the delivery/sharing of good practice, support and challenge to other Local Authority schools. This happens already within our cluster school arrangements, primary headteachers delivering our Subject Leaders development programme and SE associates working as part of the school effectiveness team from September.
- **AMBER = of concern to the Local Authority.** This may be due to a high turnover of staff and/or dips in standards. It may be due to low attendance, high persistent absence and/or exclusions. Some vulnerable Good or RI schools will be automatically regarded as **AMBER** schools unless they are close to inspection and are high concern-where this is the case these will be categorised as **RED** schools.
- **RED = of high concern to the Local Authority.** These schools may have had significant changes of staff including senior leadership. The school's data may have declined rapidly or be historically below national. Governance at these schools may well be a concern. These schools may have significant problems with poor attendance, high persistent absence and/or exclusions. All Schools who have a Twice RI (schools not making necessary improvements)/Special Measures/Inadequate judgements will automatically be categorised as **RED** schools.

Criteria for rating: Please note that schools are regularly assessed using the information available to the Local Authority and the Risk Assessment will be amended to reflect the schools' circumstances at a specific time.

Progress and Impact Visits:

If a school is in Special Measures, Requires Improvement or has a Warning Notice it is automatically designated a School Causing Concern and therefore will have a number of Progress and Impact visits made by a School Effectiveness Officer/Associate which will be co-ordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance.

Other schools which have been identified as 'vulnerable' or causing concern and therefore categorised as **AMBER** or **RED**, will also have Progress and Impact visits which will be coordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance. The number of Progress and Impact visits will be dependent on whether the school is categorised as **AMBER** or **RED**. Schools Causing Concern are regularly reviewed and altered as circumstances change. A written record is made of all progress and Impact visits and shared with the schools. The purpose of these meetings is to check on the progress the school is making, carrying out monitoring, broker further support and interventions, lead key performance meetings and for schools to evidence the progress they are making and the impact on standards within the school. These schools are responsible for **leading and driving their own school improvement** with the support and challenge commissioned by the Local Authority.

Calderdale Council will ensure that they commission Officers and appropriate education associates/consultants who are highly experienced and have a proven track record of effective support and challenge to these schools. The associates will be quality assured and work within specific guidelines and programmes as set down by the Local Authority. The work of the associates will be timely and measured identifying the next step of the work in their improvement journey.

Schools Causing Concern Headteachers are responsible for:

- Leading and driving their school's improvement in the identified areas
- Providing the allocated officer/associate with the information needed to secure a high-quality visit within agreed timeframes and before the meeting takes place
- Ensuring that, where appropriate, other members of the leadership team and/or Governing Body are available to provide an input into the visit.
- Agreeing the definitive report, with the allocated officer/ associate and sharing the report with the Chair of governors, within agreed timeframes

Timelines for submission of notes of visits:

The visit report is an important record of school improvement priorities which have been agreed between the allocated officer/associate and the Headteacher and will usually contain recommendations for actions/support to move the school forward. Therefore, it is important that all stakeholders are made aware of the outcomes of the visit as soon as possible.

- Report sent to Headteacher by the allocated officer/associate to agree factual accuracy within 10 working days
- Headteacher to return agreed report within 5 working days
- Report sent to the Interim Service Manager for Early years, School Strategy and Performance
- Final report is retained in school file by the Local Authority. All school visit forms will be subject to a quality assurance process by the School Effectiveness team
- School visit records may be used to provide evidence to Ofsted of school improvement activity

School Progress meetings:

Termly, schools of most concern will also be required to attend a meeting with the Interim Service Manager for Early Years, School Strategy and Performance. The Headteacher and Chair of governors will be invited and documentation will be required a week prior to the meeting; including the school's SDP and SEF as well as the last two sets of governing body meetings. This will be an opportunity to discuss the progress being made by the school and the impact evidence available. Again, where a school is acknowledged to be making good progress and clear impact can be seen, they may be removed from this cycle of meetings. Also following an Ofsted judgement of Good or better; a school will be removed and risk assessed as a GREEN school.

Local Authority Schools Causing Concern Meetings:

The Local Authority report on schools at regular SLT meetings. The group includes managers from across the education service and is chaired by the Assistant Director for Education and Inclusion. Meetings focus upon all aspects of a school's performance. The Interim Service Manager for Early years, School Strategy and Performance is responsible for reporting on these schools.

The group will consider some of the following where they apply to a particular school:

- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantaged and vulnerable groups including SEND, LAC
- High rates of pupil absence, persistent absence and exclusion
- Safeguarding concerns
- Concerns around Quality First Teaching (QFT)
- Weak governance
- High levels of parental concerns and complaints including those made to Ofsted
- Notes of Progress and Impact visits which report poor progress and continued weak performance with little or no impact
- Rapid or significant reduction in pupil numbers
- Significant changes in staffing
- Financial deficit or financial mismanagement
- Reluctant to acknowledge concerns and addresses areas for improvement
- Reported incidents to suggest there is a breakdown of leadership or governance

Escalation and Intervention

Following discussion of Schools Causing Concern at SLT meetings, the Interim Service Manager for Early years, School Strategy and Performance will be responsible for the escalation and intervention process in relation to maintained schools with the AD: Education and Inclusion. The Local Authority will issue a Local Notice of Concern (LNOC) or Performance Standards, Safety Warning notices (PSSWN) to maintained schools if:

- They do not engage in the quality assurance and challenge process
- They engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress
- Where there are safeguarding issues which may result in a PSSWN notice being issued in the first instance

The Stages of Escalation: Action available to the Local Authority

STAGE 1

- Categorisation
- Concerns shared with school
- Increased School Effectiveness officer/associate time and /or other brokered support as needed

STAGE 2

- LA Notice of Concern issued to Governing body

- Increased School Effectiveness officer/associate time and /or other brokered support as needed
- Action plan from Governing body is required by the LA

STAGE 3

- Formal warning notice issued by LA to Governing Body
- Copied to Headteacher, Diocese, OFSTED and RD
- Action plan from Governing body is required by the LA

STAGE 4

- LA intervention
- Withdrawal of financial delegation
- Appointment of an Interim Executive Board
- Appointment of additional governors to the existing Governing body

At all stages the aim is to enable the school to become self-improving and self-sustaining. It is an expectation therefore that the leadership of the school, within a reasonable time, is able to operate independently of support. The Local authority will maintain dialogue with schools, evaluating progress achieved and communicating any continuing concerns.

Progress and Impact meetings are time sensitive. If sufficient progress is made, the Headteacher and Chair of Governors is informed in writing. If progress is not evident and rapid improvement achieved, the Local Authority's response will be escalated to a more formal warning notice which is copied to Ofsted.

Stage 1

- a) Where a school has been identified as requiring significant additional support, the Headteacher will be notified initially through the risk assessment letter published at the start of the academic year in September. The allocated officer/associate will visit the school and ensure that the **correct priorities** are to be focused upon with the school. Termly progress meetings are held with the Headteacher and Chair of Governors present alongside the Interim Service Manager for Early years, School Strategy and Performance and the relevant officer/associate.

Stage 2

If insufficient progress has been made and concerns about performance continue, the Local Authority may issue a Notice of Concern which requires the school's Governing body to create a Rapid Recovery Plan which is time sensitive.

Stage 3

There are two types of warning notice that can be issued to maintained schools:

- Section 60 of the Education and Inspections Act 2006 sets out the provisions relating to a performance standards and safety notice. This section provides that either the Local authority or the Secretary of State (and therefore RDs on behalf of the Secretary of State) may issue such a warning notice
- Section 60A of the 2006 Act sets out the provisions relating to teachers' pay and condition warning notices. This section provides that the Local Authority may issue such a warning notice.

It is expected that Local authorities will use their powers to issue warning notices in schools they maintain. When a maintained school becomes an academy then the intervention role will fall solely to the Regional Director

Such a warning notice may be given by a Local Authority or a Regional Director, in one of the three following circumstances:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain so;
- There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice such standards of performance; or
- The safety of pupils or staff at the school is threatened (whether by breakdown of discipline or otherwise)

Stage 4

When a governing body has failed to comply with a warning notice to the satisfaction of the Regional Director or Local Authority, within the compliance period and the issuing Local Authority or Regional Director has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

The Local Authority or Regional Director must have specified in the warning notice what action they were minded to take if the governing body failed to comply.

It should be noted that some intervention powers must be exercised within a period of two months following the end of the compliance period. If The Local Authority or the Regional Director fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so.

Local authorities and Regional Director will work closely and co-operatively to support improvement in maintained schools that are causing concern. Where a maintained school is eligible for intervention, there are a number of statutory powers the Local Authority and the Secretary of State may use to support School improvement.

The local Authority must notify the Relevant Regional Director each time they intend to use their intervention powers and obtain consent from the Regional Director before appointing an Interim Executive board (IEB). The Regional Director will also notify the Local Authority

before requiring the Governing body to enter into arrangements, appointing additional governors, appointing an IEB or when the Secretary of State directs a Local Authority to close a maintained school.

Maintained schools judged inadequate:

The Secretary of State has a duty to make an Academy Order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an Academy and receive additional support from a sponsor.

The Regional Director acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable Academy trust and brokering the new relationship between that trust and the maintained school. The Local authority will work to support the Regional Director in the identification of a suitable solution wherever possible.

Conclusion

Calderdale Local authority works with schools where there is a need for increased capacity and where the agreed processes of review, evaluation, improvement planning and external support and challenge are a necessity accompaniment to what schools can do for themselves.

In partnership with Calderdale schools the Local authority:

- Encourages schools that are good or outstanding to support other schools and develop capacity to bring about system wide and sustainable improvement across the borough
- Promotes school to school support, placing this at the heart of system wide arrangements to help ensure a good or better school for every child in every cluster and locally
- Targets funding and resources to facilitate rapid improvement
- Supports and challenges schools to remain good or outstanding and improve from Ofsted 'requires improvement' and 'inadequate' judgements in the shortest possible time; and support schools in responding to national policy changes and government initiatives

September 2022



School Effectiveness Service

School Self-Assessment of Category - 2022/23

School Name:	
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	Criteria	p
	<i>A 'best fit' approach will be used in applying the criteria other than those shaded which are limiting factors.</i>	
BAND GREEN	Highly likely to be judged to be 'good' or 'outstanding' if inspected or evaluated by external consultants.	
	Internally assessed attainment at the end of every key stage for all pupils and all groups of pupils, including disadvantaged and SEND pupils, is likely to be consistently in line with or above the last known national average. If internally assessed attainment at the end of any key stage or in any subject is below prior year averages, it is improving.	
	Internally assessed progress measures indicate at least average progress across Key Stage 2 or Key Stage 4, for all pupils and groups including disadvantaged and SEND pupils in all subjects. Progress across the majority of other year groups, pupil groups and core subjects may indicate some variability, although in general, progress is at least average.	
	Outward facing links are increasing where appropriate. School leaders are taking the opportunity to work in collaboration with other schools in the cluster and beyond.	
	Behaviour is managed well; exclusions (Suspensions & Pex) are at least in-line with national or are reducing to be close to national.	
	Absence (Including PA) is at least in line with national averages or shows consistent improvements, with secure systems and processes evidencing impact through upward attendance trends if it is above average given the school's context.	
	The school has robust evidence to demonstrate safeguarding is effective.	

BAND AMBER	The school was judged to 'require improvement' at its most recent inspection.	
	Evidence indicates that school is likely to be judged to 'require improvement' by Ofsted at its next inspection.	
	Although judged as 'good' at its last full inspection, the school has recently been inspected under Section 8, with identified priorities for improvement and proposed Section 5 as its next inspection.	
	Statutory assessed attainment for 2022 at the end of any key stage is below indicative national averages (recognising this can be updated in September when official figures are available).	
	Internally assessed value added/progress indicates below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available).	
	School leaders do not fully participate in outward facing links with the cluster, other partners and schools. In LA maintained schools, leaders do not fully engage with the work of School Effectiveness Officers to contribute to or support school improvement processes.	
	Behaviour is managed appropriately; there are few suspensions & exclusions, although this number is not reducing over time.	
	The school is subject to financial concerns.	
	Absence (including PA) is above national average and shows limited signs of improvement	
	The school has robust evidence to demonstrate safeguarding is effective.	
BAND RED	Judged to be 'special measures' or 'serious weaknesses' at its last Ofsted inspection and/or likely to be judged 'inadequate' if inspected or evaluated by external consultants.	
	Judged to 'require improvement' in two consecutive inspections.	
	Statutory assessed attainment is well below national averages in any subject or key stage or for particular groups across the school.	
	Internally assessed value added/progress indicates well below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available).	
	There are significant concerns about behaviour; the number of suspensions & exclusions is high or rising.	

	The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high or rising.	
	Absence is consistently high for all pupils or groups of pupils and/or persistent absence was consistently high and shows little sign of improvement.	
	Complex weaknesses including leadership/governance issues are evident.	
	Serious financial concerns are evident.	

CALDERDALE SCHOOL IMPROVEMENT STRATEGY 2022

Protocol for Monitoring, Challenge, Support and Intervention in Schools

CONTEXT

There continues to be unprecedented change in our education system with the latest [Schools White Paper](#) and [Schools Bill](#). The documents outline immediate next steps towards the ambition for all schools to be in a strong multi-academy trust, or with plans to join or form one, by 2030. The implementation plan for the coming academic year commits to working with local partners within each of the Department's 55 Education Investment Areas (EIAs), and publishing priorities for each by the autumn. This approach will be taken across England but will begin in Education Investment Areas, as they are the areas most in need of rapid improvement.

This is an evolving strategy developed to provide a secure framework to support and challenge every school in Calderdale to improve the life chances of all our children and young people.

Calderdale LA works in partnership with all of its schools to ensure that children and young people engage in a wide variety of educational opportunities enabling them to reach their full potential and become confident citizens of the borough.

STATUTORY DUTY

The latest guidance is effective from 1 September 2022 and sets out the factors LAs and Regional Directors will consider, and the process they will follow in order to decide the right approach to supporting a school to improve. [Schools causing concern guidance](#)

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all LAs in England, in exercising their functions in respect of maintained schools causing concern, to have regard to any guidance given from time to time by the Secretary of State.

This applies to:

- Maintained 'schools causing concern' (within the meaning of section 44 of the Education Act 2005).
- Maintained schools that are 'eligible for intervention' (within the meaning of Part 4 of the Education Act 2006).
- Other Maintained schools about which the Local authority and/or Secretary of State have serious concerns which need to be addressed; and
- Academies causing concern

Under the current Schools causing concern guidance, a local authority must exercise its education functions **with a view to promoting high standards**. Local authorities should also act as **champions of high standards of education** across maintained schools in their area, and in doing so should:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any maintained school that is underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RD, diocese and other local partners to ensure maintained schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and
- Encourage Good and Outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.

A School Improvement Monitoring and Brokering Grant has previously been provided to local authorities to assist them in fulfilling these core school improvement activities for the maintained schools in their area. The grant will cease in 2023-24, phased so that it will be reduced to 50% of the previous amount on a per school basis in FY 2022-23.

From 2022- 23, local authorities will be permitted to de-delegate from maintained schools' budget shares to fund this core school improvement activity. As set out above, these core school improvement activities extend beyond exercising of statutory intervention powers but do not extend to a duty to provide or fund school improvement services themselves; and relate only to schools they maintain, rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy's standards, leadership, or governance, they should raise these directly with the relevant RD.

MONITORING, CHALLENGE, SUPPORT AND INTERVENTION IN SCHOOLS IN CALDERDALE

Schools are responsible for their own performance and the achievement and inclusion of all their pupils.

Roles and Responsibilities:

- They should regularly review their performance and plan for continuous improvement with maximum freedom to make decisions and manage resources
- The Governing Body should set the broad strategy for the school's development through the cycle of performance assessment, target setting, action planning and review
- The most effective schools are open in sharing their good practice and look for best practice elsewhere locally, nationally and internationally.

Local Authority Responsibilities

- As set out above, Calderdale Local Authority has a statutory duty to monitor the effectiveness of all schools in its area (including academies and free schools) working with the Regional Director. It targets its resources on those schools which need further support or challenge to secure improvement
- The Local Authority is also responsible for identifying poorly performing schools and providing or brokering early and effective support in order to prevent schools becoming those defined as 'schools not making necessary improvements.'

Calderdale LA aims to establish the best possible working relationships with schools based upon the principles of partnership, mutual trust and respect.

PROTOCOLS FOR IDENTIFYING, MONITORING, CHALLENGING, SUPPORTING AND INTERVENING IN MAINTAINED SCHOOLS CAUSING CONCERN

These protocols recognise that schools are autonomous, that most schools are successful and that the majority offer good or outstanding provision for children and young people. Nevertheless, there may be occasions when the Local Authority is obliged to intervene in the best interests of children, young people and their families.

The Local Authority maintains a list of Schools Causing Concern (SCC).

There are **two potential Ofsted judgements that are less than good (requires improvement and inadequate)**. Schools that are less than good will automatically be placed on the SCC register at the appropriate level.

However, there will be other occasions where schools may be placed on the SCC register; for example, when the Local Authority has strong grounds to believe the school is no longer providing a good education for pupils or there are specific issues e.g. safeguarding, concerns about attainment and progress, particularly of vulnerable groups. Also where the school themselves have self-assessed as at risk. (See Appendix 1) If schools are placed on the SCC register for a reason other than an Ofsted inspection judgement of less than good, inclusion on the Local authority's SCC register remains confidential to the schools involved, unless that school is issued with a Formal Warning Notice.

In maintained schools where a school has failed to make satisfactory progress, or the Local Authority has serious concerns in line with the statutory duty it can issue a Formal Warning Notice. A Formal Warning Notice can be issued where the Local Authority deems, from its evidence that one or more of the following apply:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain low so unless the Authority exercises their power under Part 4 of the 2006 Act:
- There has been a serious breakdown in the way a school is managed or governed that is prejudicing, or likely to prejudice, such standards of performance

- The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

A Warning notice would normally only be issued after the concerns had been fully discussed with the Governing Body, Headteacher and, if appropriate the diocese or foundation authorities and the concerns had not been addressed.

Categorisation

All schools across Calderdale will be categorised according to their level of concern to the Local Authority.

For 2022-23 we are using 3 categories for our schools:

- **GREEN = no concern at this time.** This may well be due to a recent (within 1-2 years) Ofsted grading of Good or outstanding. Schools in this category will be encouraged to be part of the delivery/sharing of good practice, support and challenge to other Local Authority schools. This happens already within our cluster school arrangements, primary headteachers delivering our Subject Leaders development programme and SE associates working as part of the school effectiveness team from September.
- **AMBER = of concern to the Local Authority.** This may be due to a high turnover of staff and/or dips in standards. It may be due to low attendance, high persistent absence and/or exclusions. Some vulnerable Good or RI schools will be automatically regarded as **AMBER** schools unless they are close to inspection and are high concern-where this is the case these will be categorised as **RED** schools.
- **RED = of high concern to the Local Authority.** These schools may have had significant changes of staff including senior leadership. The school's data may have declined rapidly or be historically below national. Governance at these schools may well be a concern. These schools may have significant problems with poor attendance, high persistent absence and/or exclusions. All Schools who have a Twice RI (schools not making necessary improvements)/Special Measures/Inadequate judgements will automatically be categorised as **RED** schools.

Criteria for rating: Please note that schools are regularly assessed using the information available to the Local Authority and the Risk Assessment will be amended to reflect the schools' circumstances at a specific time.

Progress and Impact Visits:

If a school is in Special Measures, Requires Improvement or has a Warning Notice it is automatically designated a School Causing Concern and therefore will have a number of Progress and Impact visits made by a School Effectiveness Officer/Associate which will be co-ordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance.

Other schools which have been identified as 'vulnerable' or causing concern and therefore categorised as **AMBER** or **RED**, will also have Progress and Impact visits which will be coordinated and quality assured by the Interim Service Manager for Early Years, School Strategy and Performance. The number of Progress and Impact visits will be dependent on whether the school is categorised as **AMBER** or **RED**.

Schools Causing Concern are regularly reviewed and altered as circumstances change. A written record is made of all progress and Impact visits and shared with the schools. The purpose of these meetings is to check on the progress the school is making, carrying out monitoring, broker further support and interventions, lead key performance meetings and for schools to evidence the progress they are making and the impact on standards within the school. These schools are responsible for **leading and driving their own school improvement** with the support and challenge commissioned by the Local Authority.

Calderdale Council will ensure that they commission Officers and appropriate education associates/consultants who are highly experienced and have a proven track record of effective support and challenge to these schools. The associates will be quality assured and work within specific guidelines and programmes as set down by the Local Authority. The work of the associates will be timely and measured identifying the next step of the work in their improvement journey.

Schools Causing Concern Headteachers are responsible for:

- Leading and driving their school's improvement in the identified areas
- Providing the allocated officer/associate with the information needed to secure a high-quality visit within agreed timeframes and before the meeting takes place
- Ensuring that, where appropriate, other members of the leadership team and/or Governing Body are available to provide an input into the visit.
- Agreeing the definitive report, with the allocated officer/ associate and sharing the report with the Chair of governors, within agreed timeframes

Timelines for submission of notes of visits:

The visit report is an important record of school improvement priorities which have been agreed between the allocated officer/associate and the Headteacher and will usually contain recommendations for actions/support to move the school forward. Therefore, it is important that all stakeholders are made aware of the outcomes of the visit as soon as possible.

- Report sent to Headteacher by the allocated officer/associate to agree factual accuracy within 10 working days
- Headteacher to return agreed report within 5 working days
- Report sent to the Interim Service Manager for Early years, School Strategy and Performance
- Final report is retained in school file by the Local Authority. All school visit forms will be subject to a quality assurance process by the School Effectiveness team
- School visit records may be used to provide evidence to Ofsted of school improvement activity

School Progress meetings:

Termly, schools of most concern will also be required to attend a meeting with the Interim Service Manager for Early Years, School Strategy and Performance. The Headteacher and Chair of governors will be invited and documentation will be required a week prior to the meeting; including the school's SDP and SEF as well as the last two sets of governing body meetings. This will be an opportunity to discuss the progress being made by the school and the impact evidence available. Again, where a school is acknowledged to be making good progress and clear impact can be seen, they may be removed from this cycle of meetings. Also following an Ofsted judgement of Good or better; a school will be removed and risk assessed as a GREEN school.

Local Authority Schools Causing Concern Meetings:

The Local Authority report on schools at regular SLT meetings. The group includes managers from across the education service and is chaired by the Assistant Director for Education and Inclusion. Meetings focus upon all aspects of a school's performance. The Interim Service Manager for Early years, School Strategy and Performance is responsible for reporting on these schools.

The group will consider some of the following where they apply to a particular school:

- Little or no improvement in standards of attainment that are below average
- Wide gaps in progress and outcomes that are well below average for disadvantaged and vulnerable groups including SEND, LAC
- High rates of pupil absence, persistent absence and exclusion
- Safeguarding concerns
- Concerns around Quality First Teaching (QFT)
- Weak governance
- High levels of parental concerns and complaints including those made to Ofsted
- Notes of Progress and Impact visits which report poor progress and continued weak performance with little or no impact
- Rapid or significant reduction in pupil numbers
- Significant changes in staffing
- Financial deficit or financial mismanagement
- Reluctant to acknowledge concerns and addresses areas for improvement
- Reported incidents to suggest there is a breakdown of leadership or governance

Escalation and Intervention

Following discussion of Schools Causing Concern at SLT meetings, the Interim Service Manager for Early years, School Strategy and Performance will be responsible for the escalation and intervention process in relation to maintained schools with the AD: Education and Inclusion. The Local Authority will issue a Local Notice of Concern (LNOC) or Performance Standards, Safety Warning notices (PSSWN) to maintained schools if:

- They do not engage in the quality assurance and challenge process
- They engage in the quality assurance and challenge process but are not proven to be taking effective action in securing rapid and sustained progress
- Where there are safeguarding issues which may result in a PSSWN notice being issued in the first instance

The Stages of Escalation: Action available to the Local Authority

STAGE 1 <ul style="list-style-type: none"> • Categorisation • Concerns shared with school • Increased School Effectiveness officer/associate time and /or other brokered support as needed
STAGE 2 <ul style="list-style-type: none"> • LA Notice of Concern issued to Governing body • Increased School Effectiveness officer/associate time and /or other brokered support as needed • Action plan from Governing body is required by the LA
STAGE 3 <ul style="list-style-type: none"> • Formal warning notice issued by LA to Governing Body • Copied to Headteacher, Diocese, OFSTED and RD • Action plan from Governing body is required by the LA
STAGE 4 <ul style="list-style-type: none"> • LA intervention • Withdrawal of financial delegation • Appointment of an Interim Executive Board • Appointment of additional governors to the existing Governing body

At all stages the aim is to enable the school to become self-improving and self-sustaining. It is an expectation therefore that the leadership of the school, within a reasonable time, is able to operate independently of support. The Local authority will maintain dialogue with schools, evaluating progress achieved and communicating any continuing concerns.

Progress and Impact meetings are time sensitive. If sufficient progress is made, the Headteacher and Chair of Governors is informed in writing. If progress is not evident and rapid improvement achieved, the Local Authority's response will be escalated to a more formal warning notice which is copied to Ofsted.

Stage 1

- a) Where a school has been identified as requiring significant additional support, the Headteacher will be notified initially through the risk assessment letter published at the start of the academic year in September. The allocated officer/associate will visit the school and ensure that the **correct priorities** are to be focused upon with the school. Termly progress meetings are held with the Headteacher and Chair of Governors present alongside the Interim Service Manager for Early years, School Strategy and Performance and the relevant officer/associate.

Stage 2

If insufficient progress has been made and concerns about performance continue, the Local Authority may issue a Notice of Concern which requires the school's Governing body to create a Rapid Recovery Plan which is time sensitive.

Stage 3

There are two types of warning notice that can be issued to maintained schools:

- Section 60 of the Education and Inspections Act 2006 sets out the provisions relating to a performance standards and safety notice. This section provides that either the Local authority or the Secretary of State (and therefore RDs on behalf of the Secretary of State) may issue such a warning notice
- Section 60A of the 2006 Act sets out the provisions relating to teachers' pay and condition warning notices. This section provides that the Local Authority may issue such a warning notice.

It is expected that Local authorities will use their powers to issue warning notices in schools they maintain. When a maintained school becomes an academy then the intervention role will fall solely to the Regional Director

Such a warning notice may be given by a Local Authority or a Regional Director, in one of the three following circumstances:

- The standards of performance of pupils at the school are unacceptably low and are likely to remain so;
- There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice such standards of performance; or
- The safety of pupils or staff at the school is threatened (whether by breakdown of discipline or otherwise)

Stage 4

When a governing body has failed to comply with a warning notice to the satisfaction of the Regional Director or Local Authority, within the compliance period and the issuing Local Authority or Regional Director has given reasonable written notice that they propose to intervene, a school is eligible for intervention and further action may be taken.

The Local Authority or Regional Director must have specified in the warning notice what action they were minded to take if the governing body failed to comply.

It should be noted that some intervention powers must be exercised within a period of two months following the end of the compliance period. If The Local Authority or the Regional Director fails to exercise these powers within this time, these powers can no longer be exercised and a new warning notice must be given in order to do so.

Local authorities and Regional Director will work closely and co-operatively to support improvement in maintained schools that are causing concern. Where a maintained school is eligible for intervention, there are a number of statutory powers the Local Authority and the Secretary of State may use to support School improvement.

The local Authority must notify the Relevant Regional Director each time they intend to use their intervention powers and obtain consent from the Regional Director before appointing an Interim Executive board (IEB). The Regional Director will also notify the Local Authority before requiring the Governing body to enter into arrangements, appointing additional governors, appointing an IEB or when the Secretary of State directs a Local Authority to close a maintained school.

Maintained schools judged inadequate:

The Secretary of State has a duty to make an Academy Order in respect of any maintained school that has been judged inadequate by Ofsted, to enable it to become an Academy and receive additional support from a sponsor.

The Regional Director acting on behalf of the Secretary of State, will take responsibility for ensuring that the maintained school becomes a sponsored academy as swiftly as possible, including identifying the most suitable Academy trust and brokering the new relationship between that trust and the maintained school. The Local authority will work to support the Regional Director in the identification of a suitable solution wherever possible.

Conclusion

Calderdale Local authority works with schools where there is a need for increased capacity and where the agreed processes of review, evaluation, improvement planning and external support and challenge are a necessity accompaniment to what schools can do for themselves.

In partnership with Calderdale schools the Local authority:

- Encourages schools that are good or outstanding to support other schools and develop capacity to bring about system wide and sustainable improvement across the borough
- Promotes school to school support, placing this at the heart of system wide arrangements to help ensure a good or better school for every child in every cluster and locally
- Targets funding and resources to facilitate rapid improvement
- Supports and challenges schools to remain good or outstanding and improve from Ofsted 'requires improvement' and 'inadequate' judgements in the shortest possible time; and support schools in responding to national policy changes and government initiatives

September 2022

APPENDIX 1

Calderdale School Effectiveness Service Council

School Name:	
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	Criteria	p
	<i>A 'best fit' approach will be used in applying the criteria other than those shaded which are limiting factors.</i>	
BAND GREEN	Highly likely to be judged to be 'good' or 'outstanding' if inspected or evaluated by external consultants.	
	Internally assessed attainment at the end of every key stage for all pupils and all groups of pupils, including disadvantaged and SEND pupils, is likely to be consistently in line with or above the last known national average. If internally assessed attainment at the end of any key stage or in any subject is below prior year averages, it is improving.	
	Internally assessed progress measures indicate at least average progress across Key Stage 2 or Key Stage 4, for all pupils and groups including disadvantaged and SEND pupils in all subjects. Progress across the majority of other year groups, pupil groups and core subjects may indicate some variability, although in general, progress is at least average.	
	Outward facing links are increasing where appropriate. School leaders are taking the opportunity to work in collaboration with other schools in the cluster and beyond.	
	Behaviour is managed well; exclusions (Suspensions & Pex) are at least in-line with national or are reducing to be close to national.	

	Absence (Including PA) is at least in line with national averages or shows consistent improvements, with secure systems and processes evidencing impact through upward attendance trends if it is above average given the school's context.	
	The school has robust evidence to demonstrate safeguarding is effective.	
BAND AMBER	The school was judged to 'require improvement' at its most recent inspection.	
	Evidence indicates that school is likely to be judged to 'require improvement' by Ofsted at its next inspection.	
	Although judged as 'good' at its last full inspection, the school has recently been inspected under Section 8, with identified priorities for improvement and proposed Section 5 as its next inspection.	
	Statutory assessed attainment for 2022 at the end of any key stage is below indicative national averages (recognising this can be updated in September when official figures are available)	
	Internally assessed value added/progress indicates below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available)	
	School leaders do not fully participate in outward facing links with the cluster, other partners and schools. In LA maintained schools, leaders do not fully engage with the work of School Effectiveness Officers to contribute to or support school improvement processes.	
	Behaviour is managed appropriately; there are few suspensions & exclusions, although this number is not reducing over time.	
	The school is subject to financial concerns	
	Absence (including PA) is above national average and shows limited signs of improvement	
	The school has robust evidence to demonstrate safeguarding is effective.	
BAND RED	Judged to be 'special measures' or 'serious weaknesses' at its last Ofsted inspection and/or likely to be judged 'inadequate' if inspected or evaluated by external consultants.	
	Judged to 'require improvement' in two consecutive inspections.	
	Statutory assessed attainment is well below national averages in any subject or key stage or for particular groups across the school.	

	Internally assessed value added/progress indicates well below average progress in two or more subjects for all pupils or groups, including disadvantaged and SEND pupils. (This could be updated when official KS1 to KS2 or KS2 to KS4 progress is available)	
	There are significant concerns about behaviour; the number of suspensions & exclusions is high or rising.	
	The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high or rising.	
	Absence is consistently high for all pupils or groups of pupils and/or persistent absence was consistently high and shows little sign of improvement.	
	Complex weaknesses including leadership/governance issues are evident.	
	Serious financial concerns are evident.	

